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ABSTRACT

Reports of Title II reading projects dealing with American studies themes indicate that the approaching celebration of the Bicentennial of the American Revolution is both generating new interest in the study of American history, literature, and culture and stimulating changes in the way such courses are taught. Teachers and subject specialists indicate that conventional courses are being replaced with short term exploratory courses, interdisciplinary and thematic courses, and simulation and games teaching. Title II funds have often supplied the missing ingredient needed before the innovations could be introduced--books, films, tapes, posters, documents, filmstrips, and other media--that appeal to avid and reluctant readers and learners alike. The 37 Title II projects summarized in this document were reported by ESEA Title II coordinators and reading and media specialists in state and local education agencies of twenty states and the District of Columbia. (Author/TO)

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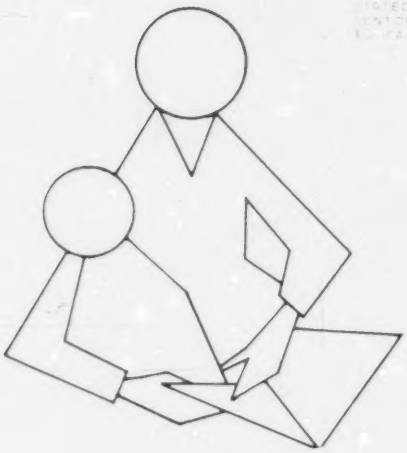

ESEA TITLE II and The Right To Read

NOTABLE READING PROJECTS*
Combined Issues,
September 1973-March 1974
No. 16-18

Title II Reading Projects Contribute to American Studies Programs

Reports of title II reading projects dealing with American studies themes indicate that the approaching celebration of the Bicentennial of the American Revolution is generating new interest in the study of American history, literature, and culture, and stimulating changes in the way such courses are taught. Teachers and subject specialists indicate that conventional courses are being replaced with short term exploratory courses, interdisciplinary and thematic courses, and simulation and games teaching. Title II funds have often supplied the missing ingredient needed before these innovations could be introduced—books, films, tapes, posters, documents, filmstrips, and other media—that appeal to avid and reluctant readers and learners alike.

Many adults studied U.S. history following a chronological approach, often spending so much time on early history that they never reached twentieth century developments. Or they remember plodding through the chronology of United States history for two or more years, with little or no opportunity to spend additional time on topics of special interest. Today, in many schools, systematic chronological study of U.S. history has been partly replaced by a topical approach, offering pupils a chance to select themes they wish to study from a rich and challenging array of historical and contemporary topics.

A year's program may begin, for example, with a 6-weeks' study of the American Presidency. Another 6 weeks might be spent on the American Revolution, or the Civil War and Reconstruction. As the year moves on, pupils could select History of Blacks in the United States, or American Frontier History, or American Political Traditions. The year might end with a course dealing with Depression and Recovery in the 1930's, World War II, or the United States in the Cold War. Courses on Women in American History are popular. American Folklore studies have gained popularity, including myths, legends, and history of the American Indian. Among themes of current interest are the prominent legal issues of several periods of U.S. history.

For these and other courses, teachers and media specialists report decreasing reliance on hardcover textbooks and increasing use of paperback books as

*The term "notable" as used in the title of this publication does not mean or imply that the Office of Education either approves of the projects or certifies to their effectiveness. Only those projects which have been approved by the Office of Education Dissemination Review Panel can be recommended for adoption more broadly by educational practitioners. The projects in this report have not been reviewed by the Panel. The intent of *Notable Reading Projects* is to share information on a timely basis. General descriptions of techniques for using materials in reading projects are provided in this report. School personnel who are interested in more specific information are encouraged to contact the school administration identified in each project description.

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texts and other varied sources of learning. For the course on the American Presidency, pupils study the office through the lives and work of the men who have held it—listening to speeches; reading autobiographies, historical accounts, and documents; watching newsreels--using the documents of history. A course on the Depression would involve not only reading history but seeing the films; listening to the music; and reading newspaper and periodical accounts and the novels and short stories of the era—media which give pupils a better understanding of the times than any textbook ever could. Study of the American Revolution could utilize reports, letters, and dispatches from officers in command during battles, campaigns, and operations; early travel books with careful descriptions of the United States in the 18th century; and diaries containing pictures of the social scene, commentary on well known individuals, and revealing anecdotes showing how people of the period spent their daily lives.

In a number of schools, U.S. history has become an independent study class. One such program (described in the January-March 1973 issue of this bulletin) in a Flushing, Mich., junior high school permits pupils to select from a list of options the manner in which they wish to obtain credit. The options are varied and include use of films and filmstrips; map work; poster, sculpture, and political cartooning; small group seminars; games, crossword, and other word puzzle options; use of early 20th century newspapers; and research reports. Pupils earn a variable number of credits, based on how much they can accomplish. The options provide enough variety to capture many different interest and ability levels and call for considerable reading and historical research.

Among other projects summarized in this issue is a report of a development in a fifth grade social studies class in Leakesville, Miss. Because of deficiencies in social studies achievement, the traditional program in U.S. history was converted to a multi-media approach. The School District reported that following 9 months work, 90 percent of the pupils involved showed appreciable gain in social studies achievement as measured by standardized tests.

The 37 projects summarized in this issue were reported by ESEA title II coordinators and reading and media specialists in State and local education agencies of Alabama, California, Colorado, Delaware, the District of Columbia, Hawaii, Kansas, Maryland, Mississippi, Nebraska, Nevada, New Jersey, New York, North Dakota, Puerto Rico, Tennessee, Utah, Vermont, Virginia, West Virginia, and Wyoming.

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ESEA Title II

Instant Precis—Reading Projects

Title: TAKE-HOME EDUCATIONAL MEDIA (THEM), FLORENCE PUBLIC SCHOOLS, FLORENCE, ALA.

Objective: To motivate achievement in reading and other elementary school subjects

Project: A whole new world of interesting people, places, and things has been made available to elementary school pupils in this small southern city. A great variety of new learning kits—simple enough for elementary school pupils to use and enjoy—formerly used only in classrooms are now available for pupils to enjoy at home and share with their families. The kits include filmstrips, recordings, books, and pictures. Subject matter ranges from children's folk tales through nature study, family life, ecology, ethnic groups, space exploration, drugs, vocational subjects, etc. An ecology kit, for example, may cover water pollution, recycling, and energy conservation, providing authoritative yet readable and interesting information and suggest further activities and study. The kits have been evaluated by teachers and media specialists and are proving effective in arousing pupil interest. Teachers report the interest of parents in the projects. Many children have purchased their own tape recorders and viewers; however, the schools loan equipment as well as materials for home use.

Number of pupils served: 3,000 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $10,000 (printed and audiovisual media)

Evaluation: Teacher observation of improved achievement and motivation; standardized tests

Further information: Mrs. Lois Henderson, Director of Libraries, Florence Public Schools, Florence, Ala. 35630; 205-766-3234

Title: HELP OUR OWN READ ALL YEAR (HOORAY), FRANKLIN CENTRAL SCHOOL, FRANKLIN, VT.

Objective: To provide good books for pupils who have no access to them during the summer months

Project: This project provided a summer reading program for culturally deprived elementary school pupils. New books were purchased using title II funds, with the collection augmented by books from the State Department of Education collection. The books were placed during June, July, and August in the local town library. For a sixweeks period, bookmobile distribution was made directly to rural homes and a shuttle employed to bring children to and from the library. The project was coordinated and conducted by school and town library staff. At the end of the summer, the books were returned to the school for continued use in reading and other elementary school subjects. Teachers and administrators reported that many children made remarkable reading progress during the summer.

Number of pupils served: 147 public elementary school pupils

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Amount and type of title II grant:	Special-purpose grant, $1,420
Evaluation:	Subjective reports of local school personnel
Further information:	William Wheeler, Project Director, Franklin Central School, Franklin, Vt. 05457

Title:	MULTIMEDIA FOR SCIENCE, BEULAH ELEMENTARY SCHOOL, CHESTERFIELD, VA.
Objective:	To obtain significant increase in pupil performance in science and reading
Project:	Multimedia kits have added new dimension, variety, and interest to science studies and reading improvement. Some of the topics studied are birds, insects, mammals, water life, and weather. Besides the practice derived from reading the text of the filmstrips and transparencies, the kits provide an effective incentive for pupils to look for books and periodicals with more detailed information. The enthusiasm about dinosaurs, for example, pushed a number of children to read filmstrips and books which might otherwise have seemed too hard. Simple questions about weather, animals, and seasons led to other questions and experiments which in turn encouraged further reading and research and produced new interests. Teachers found that use of filmstrips and a circulating viewer for home use induced many pupils to read and study more and to produce improved science reports.
Number of pupils served:	494 public elementary school pupils
Amount and type of title II grant:	Special-purpose grant, $500 (printed and audiovisual materials)
Evaluation:	Subjective evaluation based on observations of pupils; test scores
Further information:	Dr. Robert F. Kelly, Division Superintendent, Division of Curriculum and Instruction, Chesterfield County Schools, Chesterfield, Va. 23832; telephone 703-708-1405

Title:	INDIVIDUALIZED READING PROJECT, ROOSEVELT HIGH SCHOOL, HONOLULU, HAWAII
Objectives:	To (1) move pupils to a level of functional literacy; (2) motivate non-readers
Project:	This project is targeted toward a specialized group of economically and educationally disadvantaged senior high school pupils. Some pupils are non-readers; some are immigrants from the Phillipines, Japan, and Hong Kong, and all read below fifth grade level. Films and recordings are proving to be an effective incentive for pupils to want to read. Easy-to-read paperback books on many contemporary topics are available for use at school and at home. Reading guidance and instruction are offered on a non-graded basis. The use of printed and audiovisual materials is intended to increase reading vocabulary and speaking vocabulary at the same time. The materials also deal with concepts that carry over into other areas of study and outside interests.
Number of pupils served:	225 public secondary school pupils

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Amount and type of title II grant: Special-purpose grant, $300 (printed materials); $300 (audiovisual materials)

Other Federal program assistance: Coordinated with ESEA title I

Evaluation: Standardized tests; informal teacher inventories of individual needs and interests

Further information: Mr. Francis E. Oliveira, Principal, Roosevelt High School, 1120 Nehoa St., Honolulu, Hawaii 96813; telephone 808-537-5391

Title: SEVEN-SCHOOL MICROFILM PRIMARY SOURCE MATERIALS, WASHOE COUNTY SCHOOL DISTRICT, RENO, NEV.

Objective: To encourage the use of primary source materials in the secondary school curriculum

Project: A collection of newspapers on microfilm, generally accepted as basic for reference and support of the curriculum, is provided for use in each of the six public and one private high schools in the district. Each set of newspapers consists of 200 reels spanning the years 1854-1969. Classroom time is given to the study of newspapers so that pupils learn to read them properly and to cope with the single most powerful source of continuing education. The historical newspapers serve as useful source materials in social studies, science, literature, and the arts and humanities.

Number of pupils served: 13,291 public and 336 private secondary school pupils

Amount and type of title II grant: Basic grant, $11,830

Evaluation: Frequency of use check

Further information: Mr. Richard Wright, Federal Program Coordinator, Washoe County School District, 425 9th St., Reno, Nev. 89502; telephone 702-322-7041

Title: EARLY CHILDHOOD READING PROGRAM, TYLER ELEMENTARY SCHOOL, WASHINGTON, D.C.

Objective: To provide an interesting and entertaining way of involving children in reading and learning activities

Project: Important phases of this project for children in grades K-4 included time to read aloud every day, guidance in locating books and stories to match individual interests, and surrounding children with appealing material to read. Teachers found that when a child read on a comfortable level on a subject that interested him, his interest and motivation increased enormously. Special attention is given to speech improvement skills since teachers note that better reading progress accompanied improved speech. Story hours and reading aloud is another way used to acquaint children with the sound of language and improve listening skills as well as the pleasure the stories provide. Children are also encouraged to engage in activities related to books read, e.g., games, creative writing, dramatizations, art work, finger plays, etc.

Number of children served: 300 public elementary school pupils

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Amount and type of title II grant:	Special-purpose grant, $2,500 (printed and audiovisual materials)
Evaluation:	Standardized tests; teacher observations and assessment of pupil progress; informal surveys
Further information:	W.M. Edwards, Librarian, Tyler Elementary School, 10th and G Sts. S.E., Washington, D.C. 20019

Title:	LIBRARY READING PROJECT, DIVISION OF JUVENILE CORRECTIONS, DOVER, DEL.
Objective:	To improve general reading ability
Project:	Almost all children assigned to the three centers and three group homes operated by the Division of Juvenile Corrections are socially and emotionally maladjusted. The vast majority have deprived home and community backgrounds. As a result, many of the children read poorly or not at all and have had limited experience with books and periodicals. Although curricular demands have been acknowledged in the selection of the materials for these children, the paperback books and popular magazines feature contemporary topics that should appeal to such youngsters, help them mature, and make reading a habit. Many of the books, fiction and nonfiction, explore the personal problems of the young—drugs, relationships with family and friends, getting a job, etc.
Number of pupils served:	1,843 elementary and secondary school children
Amount and type of title II grant:	Special-purpose grant, $15,579
Evaluation:	Subjective assessment of staff
Further information:	Richard Krueger, Supervisor of Library/Media Services and Coordinator, ESEA Title II, State Department of Public Instruction, Dover, Del. 19901; telephone 302-678-4667

Title:	INDIVIDUALIZED READING PROJECT, HOOKENA SCHOOL, CAPTAIN COOK, HAWAII
Objectives:	To (1) provide an individualized reading program; (2) enrich cultural background and improve oral communication of children
Project:	Children participating in this project live in a rural, isolated part of the islands. Many speak "pidgin" as their major language. They frequently continue to function on a pre-reading level for several years after beginning school because of their language problems and lack of sufficient experience to prepare them to learn to read. The project is designed in three phases. First, a profile is drawn to pinpoint each child's problem and then a prescriptive program is begun. A continuous set of checks and measurements is applied to verify the continued adequacy of the prescriptive measures. Filmstrips, recordings, film loops, and transparencies purchased with title II funds are used in the individualized assignments.

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Number of pupils served:	100 public elementary school pupils
Amount and type of title II grant:	Special-purpose grant, $900 (audiovisual materials)
Other Federal program assistance:	Salaries of remedial reading teacher and aides paid from ESEA title I
Evaluation:	Pretesting and posttesting; checklist and sequence of phonics problems; use of diagnostic profile
Further information:	Mr. Charles Okono, Principal. R.R. 1, Box 41, Hookena School, Captain Cook, Hawaii 96704; telephone 808-238-2246

Title:	THIS LIBRARY IS LISTENING, WEST PATENT ELEMENTARY SCHOOL, BEDFORD SCHOOL DISTRICT, BEDFORD HILLS, N.Y.
Objectives:	To (1) give reading top priority in the school curriculum; (2) provide opportunities for success in school projects for children with reading difficulties
Project:	Dramatic changes were made in the library program to achieve the objectives of this project. Interest centers—for listening, viewing, reading, discovery, research, story hour, and a paperback village—have replaced traditional rows of library shelving. Easy-to-read books have been integrated with the others so a child will not feel a stigma attached to media he uses. All materials on one subject are coordinated regardless of format. Central to these changes is a faculty philosophy that when children find themselves interested in a topic, their need to read becomes compelling. The reading specialist reports an increased interest in reading and the librarian reports a marked increase in pupil use of media.
Number of pupils served:	434 public elementary school pupils
Amount and type of title II grant:	Special-purpose grant, $20,000
Evaluation:	Faculty observation of pupil response
Further information:	Dr. A. Roger Wutzl, Principal, West Patent Elementary School, West Patent Rd., Bedford Hills, N.Y. 10507

Title:	READING FOR ALL, RAFAEL SECOND UNIT SCHOOL, TRUJILLO ALTO SCHOOL DISTRICT, TRUJILLO ALTO, PUERTO RICO
Objectives:	To (1) stimulate parental interest in the school program; (2) provide books and related reading activities which will stimulate achievement; (3) extend the reading program into all subject areas
Project:	A variety of reading activities have been implemented in classrooms and library of this rural, isolated school to motivate reading, e.g., puppet shows, special displays, and bulletin boards. Children participate in story hours and picture books sessions and

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teachers devote time to reading aloud. The librarian gives time to individual reading guidance, helping children to select curriculum oriented materials as well as books related to special interests. A special effort is made to involve parents in the reading program. Teachers spend time orienting parents to the purposes, materials, and methods used in teaching reading. Parents are invited to filmstrip and puppet programs, are provided with information on reading and children's books, and encouraged to discuss books and stories with their children.

Number of pupils served: 689 public elementary and junior high school pupils

Amount and type of title II grant: Basic grant, $1,033

Other Federal program assistance: Coordinated with ESEA title I reading program

Evaluation: Questionnaires; attendance and records of use of materials; observations of school personnel

Further information: Mrs. Maria I. de Jesus, Director, Office of External Resources, Department of Education, Hato Rey, Puerto Rico 00919

Title: PROJECT ENRICHMENT, ASSUMPTION SCHOOL, WASHINGTON, D.C.

Objective: To provide an enrichment program to supplement the basic reading program in grades 1-3

Project: The reading materials purchased with title II funds were distributed according to designated reading levels to the three grades. A set of filmstrips and recordings were placed in an audiovisual center. The participants used the supplementary materials that coincided with the specific skills being covered in the basic reading program. Reading groups in the three grades were combined weekly for group activities with the audiovisual media. As pupils exhibited proficiency beyond the materials assigned to their grade, books were pooled and dispersed according to individual needs and choices. Teachers felt that the project moved them closer to a nongraded program. The children exhibited great interest in the new materials and teachers expressed a new awareness of reading problems as they affect children at different levels in the reading process.

Number of pupils served: 104 private elementary school children

Amount from title II for materials loaned: Basic project, $343 (printed and audiovisual materials)

Evaluation: Regular annual testing program

Further information: Mrs. Gwendolyn Lightfoot, Educational Specialist, ESEA Title II, District of Columbia Public Schools, 1411 K St., N.W., Washington, D.C. 20024

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Title: MEETING CURRICULAR NEEDS, NORFOLK CATHOLIC HIGH SCHOOL, NORFOLK, VA.

Objectives: To (1) assist in meeting curricular needs in an increasingly individualized program; (2) enable pupils to use unscheduled time more profitably

Project: In spite of the limitations of the collection, the library in this school gives promise of rapid development in the multimedia direction. Materials loaned under title II-books, filmstrips, recordings, and slides—support programs in business education, guidance, health and physical education, and Spanish. The new media are popular with pupils and are used by teachers to introduce guided individual learning programs, independent study, and profitable research. Teachers have written new curriculum guides, with references to the new resources available. The beginning made with this small project suggests an interesting future for this pupil-centered program.

Number of pupils served: 838 private secondary school pupils

Amount from title II for materials loaned: Special-purpose project, $1,500 (printed and audiovisual materials)

Evaluation: Analysis of effect of individualized, multimedia approach to learning

Further information: Rev. John J. Dorgan, Principal, Norfolk Catholic High School, 6401 Granby St., Norfolk, Va. 23505; telephone 703-423-2553

Title: MEANINGFUL EDUCATION DEMANDS INVOLVING ACTIVITIES (MEDIA), NATRONA COUNTY, CASPER, WYO.

Objectives: To (1) strengthen reading and study skills; (2) improve attitudes toward current environmental issues and the world of work

Project: Fifth and sixth grade pupils in two elementary schools are experiencing systematic exposure to reading and other learning experiences in environmental education and career education. The audiotutorial approach is the prime means of instruction. Activities in environmental education are planned by staff from the Conservation Center for Creative Living. Pupils use new and attractive materials as they engage in problem-solving activities involving ecological problems and expand their knowledge of prospective careers. Teachers report that the multimedia teaching and learning techniques are encouraging even the hard-to-reach pupils to read, discuss, and participate.

Number of pupils served: 750 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $5,000; basic grant, $34,725

Other Federal program assistance: Staff and facilities funded under ESEA title III

Evaluation: Observation of staff and consultants; use of materials; number of kits developed

Further information: Mr. Maurice F. Griffith, Superintendent, Natrona County Schools, 8th and Elm Sts., Casper, Wyoming 82601

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Title:	PEOPLE ARE IMPORTANT: A MULTIMEDIA SOCIAL STUDIES PROJECT, ELIZABETH D. REDD ELEMENTARY SCHOOL, RICHMOND, VA.
Objectives:	To (1) implement a social studies program that promises to build positive self image and self-concept; (2) improve achievement in social studies and reading
Project:	The new social studies program being implemented for kindergarten and first grade pupils emphasizes the study of great Americans of all races who have contributed to American life and culture. Studies are carried out by observation of special holidays, birthdays, and learning about the life, careers and contributions of individuals. The resource room reserved for the project is connected to the main media center and is a multimedia unit including printed and audiovisual media—study prints, transparencies, slide/sound sets, books, multimedia kits, sound filmstrips, and film loops. Centers of interest provide appealing comfortable places for private activity or companionable small and large groups. Plans for the project promise a constant flow of youngsters and teachers to use the new learning devices.
Number of pupils served:	395 public elementary school children
Amount and type of title II grant:	Special-purpose grant, $1,000
Evaluation:	Assessment of progress toward meeting behavioral objectives
Further information:	Mrs. Beverly J. Bagan, Supervisor of Libraries, Richmond City Schools, 312 N. Ninth Street Richmond, Va. 23219

Title:	DICKINSON PUBLIC SCHOOL DISTRICT NO. 1, DICKINSON, N.D.
Objectives:	To (1) develop reading skills, motivation, and appreciation; (2) meet curriculum needs and interests of pupils
Project:	A regional instructional materials center has been established to serve public and private elementary and secondary school pupils in the southwestern part of the State by augmenting collections of printed and audiovisual materials in the individual schools. Media selected for the center are those not available in individual schools or classrooms or whose frequency of use, specialized nature, or price makes them not feasible for placement in all schools. Cooperative selection practices and inservice programs on the use of media are planned. Small schools are thus able to provide reading and other learning materials for pupils on several different levels with quite different needs.
Number of pupils served:	2,578 public and 1,400 private school children
Amount and type of title II grant:	Basic grant, $9,007 (printed materials); $53 (audiovisual materials)
Other Federal program assistance:	ESEA title I, $1,100
Evaluation:	State basic skills testing program; teacher observation of behavioral changes; analysis of achievement and reading readiness scores

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Further information:	Mr. Donovan B. Benzie, Superintendent of Schools, Dickinson Public School District No. 1, Dickinson, N.D. 58601; telephone 701-225-9151

Title:	READING IMPROVEMENT PROJECT, CARSON CITY SCHOOL DISTRICT, CARSON CITY, NEV.
Objectives:	To (1) help middle school pupils with severe reading deficiencies to improve reading; (2) encourage and motivate pupils to read more
Project:	A significant number of intermediate pupils in district schools were identified as having severe reading deficiencies (38 percent in the lowest quartile of all areas of reading, fourth grade, and 34 percent in the lowest quartile of all areas of reading, fifth grade). A steering committee, representative of teaching and media staff of the schools, chose a quantity of high interest low vocabulary print materials plus quality mixed media packages concentrating on reading skills. The media are used to supplement other curriculum areas in addition to reading and to motivate pupils to read during their free time.
Number of pupils served:	770 public and 200 private elementary school pupils
Amount and type of title II grant:	Basic grant, $9,812 (printed and audiovisual media)
Evaluation:	Staff rating; self-response questionnaires; anecdotal records; achievement tests; monitoring of selected pupils; analysis of use of media; staff reports
Further information:	Mr. John Blaikie, Curriculum Director, Carson City School District, Box 603, Carson City, Nev. 89701; telephone 702-882-1313

Title:	A MULTIMEDIA APPROACH TO AMERICA'S BICENTENNIAL, LEAKESVILLE ANNEX SCHOOL, LEAKESVILLE, MISS.
Objective:	To increase factual knowledge of U.S. history
Project:	A needs assessment conducted in this school found over 41 percent of fifth grade pupils deficient in social studies. Since building knowledge of U.S. history is an important function of fifth grade social studies and is especially relevant during the Bicentennial celebration period, title II funds were used to acquire library books, posters, documents, and audiovisual materials on U.S. history. Following 9 months of study and use of the new materials, 90 percent of the pupils involved showed appreciable gain as measured by standardized tests.
Number of pupils served:	102 public elementary school pupils
Amount and type of title II grant	Special-purpose grant, $571 (printed and audiovisual materials)
Evaluation:	Pretesting and posttesting; teacher evaluation of program
Further information:	Mrs. J.W. Backstrom, Project Director, Leakesville Annex School, Leakesville, Miss. 39451; telephone 601-394-5671

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Title:	PUPIL AWARENESS OF LEISURE TIME ACTIVITIES, LA JUNTA HIGH SCHOOL, LA JUNTA, COL.
Objectives:	To (1) expose pupils to a wide variety of hobbies, avocations, and vocations; (2) create awareness of vocations and avocations which can stem from hobbies and general recreational interests; (3) encourage development of continuing interest in an activity
Project:	While many schools have initiated career education programs, this project is focused on steering pupils toward constructive leisure time activities. Because the workday and workweek continue to be shortened, young people will be spending an important part of their time in recreational activities. Thus, it is as important to prepare them for this part of their lives as it is for a career. The media available will enable pupils to discover, explore, and experiment with many topics related to continuing education and cultural and other leisure time activities.
Number of pupils served:	1,340 public secondary school pupils
Amount and type of title II grant:	Special-purpose grant, $12,000
Evaluation:	Observations of advisory committee; informal teacher-pupil evaluation; written evaluations by pupils
Further information:	Mr. Stanton L. Roberts, Superintendent, East Otero School District, P.O. Box 439, La Junta, Col. 81050; telephone 303-384-7723

Title:	LIBRARY/MEDIA CENTER, BARRINGER HIGH SCHOOL, NEWARK, N.J.
Objective:	To provide media support for all reading programs
Project:	Reading scores at this large urban, predominantly black high school in latter 1973 reflected a marked improvement over similar tests administered in 1972. Much of the credit for these inroads into the reading problem go to the English department which grouped pupils according to reading achievement and used special methods and materials for the groups according to need. Every teacher also participated in the program by emphasizing reading techniques in the content areas, an effort supported by new media purchased under title II. Class use of the media center increased by 400 percent. The coordinator of the reading program credits pupils cooperation and response to the reading program with much of the improvement in reading. Schoolwide interest in the reading program is evident by advertisements in the December issue of the school newspaper: "Learn How to Read and Write! Visit your friendly English Department" and "Liberries Taste Good!"
Number of pupils served:	3,000 public secondary school pupils
Amount and type of title II grant:	Special-purpose grant, $3,000 (printed and audiovisual materials)
Evaluation:	Biannual reading achievement tests
Further information:	Mrs. Sue B. Green, Librarian, Barringer High School, 90 Parker Street, Newark, N.J. 07104

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Title: READING FOR THE RETARDED, MARTIN LUTHER SCHOOL, BEATRICE, NEBR.

Objectives: To (1) develop as fully as possible the reading skills of retarded pupils; (2) provide opportunities for using reading skills in fostering social adjustment

Project: A very practical program in reading is in effect for the trainable and educable mentally retarded pupils enrolled in this residential school. Development of perceptual skills is combined with attainment of defensive reading skills, emphasizing functional words of everyday life, reading of signs, directions, numbers, pictures, and other matter pertinent to social independence. Teachers use flashcards, posters, picture books, newspapers, filmstrips, recordings, worksheets, pamphlets, and games to heighten pupil interest. Constant reinforcement and practice are built into the program to increase motivation and retention of what is learned.

Number of pupils served: 70 private school pupils

Amount from title II for materials loaned: Basic and special-purpose projects, $2,000 (printed and audiovisual materials)

Evaluation: Standardized and locally-developed tests

Further information: W.W. Wolf, Director of Education, Martin Luther Home, 804 12th Street, Beatrice, Nebr. 68310

Title: MAGNETIC MINI, LAFOLLETTE HIGH SCHOOL, LAFOLLETTE, TENN.

Objective: To individualize the English curriculum by allowing pupils a limited choice in their course of study

Project: English teachers, counselors, and media staff have cooperated to install a revised English curriculum allowing more individual pupil choices. English is offered on five levels ranging from special learning activities for non-readers through third grade reading level to programs designed for pupils who intend to enter college to pursue professional careers. The elective program for juniors and seniors includes such short-term courses as reading and understanding nonfiction, mythology, debate, drama, and the short story. One especially interesting course on Appalachian literature places emphasis on writings about Appalachia and writings of Appalachian authors. Since this is LaFollette High School's first experience with the mini-courses, revisions in the program are anticipated. Mini-courses will be added, dropped, or refined in order to meet the needs of pupils better.

Number of pupils served: 870 public secondary school pupils

Amount and type of title II grant: Special-purpose grant, $5,000

Evaluation: Achievement in reading and content areas; quality of individual projects; subjective judgment of teachers

Further information: Mr. Glenn Morton, Principal, LaFollette High School, LaFollette, Tenn. 37766; telephone 615-562-8448

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Title: SKILLS EXTENSION, CARMEL MIDDLE SCHOOL, CARMEL, CALIF.

Objectives: To (1) extend reading, listening, and research skills; (2) strengthen achievement in content areas

Project: This school operates on a modular schedule in which pupils are encouraged to work individually, many contracting with their teachers for specific areas of work. An extensive individualized reading program is open to both slow and advanced learners. Pupils are instructed in the production of audiovisual materials and have access to a variety of equipment and supplies for this purpose. The research required to produce a slide-tape presentation or filmstrip for social studies or science, for example, gives pupils a chance to practice research and reading skills, organize information, write a script, and produce visuals.

Number of pupils served: 775 public middle school pupils

Amount and type of title II grant: Special-purpose grant, $42,478

Evaluation: Standardized reading, listening, and study skills tests; measurements of use of media; informal reactions of pupils and teachers

Further information: Robert E. Whitehead, Principal, Carmel Middle School, Carmel Valley Road, Carmel, Calif. 93921; telephone 408-624-2785

Title: READING PROJECT, WAHIAWA INTERMEDIATE SCHOOL, WAHIAWA, HAWAII

Objectives: To (1) help pupils achieve within one grade of the norm in reading; (2) reclaim potential dropouts; (3) enable pupils to function adequately in content areas of the curriculum

Project: This project was planned by the language arts department, reading teachers, and counselor for pupils with reading comprehension below fifth grade level, pupils with severe retardation, and a small group of pupils identified as potential dropouts. Individualized programming, counseling, and small group activities are designed to improve reading achievement and other skills, as well as encourage more positive attitudes toward life and learning. Pupils proceed at their own pace, evaluate their performance, and develop self-confidence through achievement of simple, clearly defined goals.

Number of pupils served: 382 public junior high school pupils

Amount and type of title II grant: Special-purpose grant, $1,900 ($523 printed materials, $1,377 audiovisual materials)

Other Federal program assistance: Salary for reading teacher provided by ESEA title I

Evaluation: Standardized reading and nonverbal intelligence tests; semantics differential questionnaire; observations of teachers and counselors

Further information: Mr. Mamoru Matsumara, Principal, Wahiawa Intermediate School, 275 Rose Street, Wahiawa, Hawaii 96786; telephone 808-622-1661

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Title: CAMDEN CATHOLIC HIGH SCHOOL, CHERRY HILL, N.J.

Objectives: To (1) increase reading skills and interests; (2) meet needs and interests of pupils; (3) develop research and study skills

Project: The library/media center program attempts to deal with each pupil as an individual. Varieties of ability and interests are considered as are cultural, social, and economic differences. A wide spectrum of media was chosen to encourage exploration and study of a subject through a number of different methods. In addition to strengthening weak areas of the book collection (art, careers, fiction, recreation), selection of art prints, realia, filmloops and cassettes was emphasized. These materials are motivational as well as supplemental aids to individualization and independent study in academic areas. The staff works closely with pupils and faculty to stimulate use of media; e.g., helping to plan assignments, prepare visuals, compile bibliographies.

Number of pupils served: 1,252 private secondary school pupils

Amount and type of title II materials loaned: Special-purpose project, $10,000 (printed and audiovisual material)

Evaluation: Standard achievement tests; observations of teachers and media staff; reading records; measures of media use

Further information: Sister Mary Winifred, Librarian, Camden Catholic High School, Rte. 38 and Cuthbert Road, Cherry Hill, N.J. 08002; telephone 609-663-3771

Title: MINERAL COUNTY SCHOOL DISTRICT, HAWTHORNE, NEV.

Objective: To increase achievement of pupils scoring below national norms in social studies and science

Project: The conversion in an elementary-junior high school to modular scheduling (18 modules of 20 minutes each) resulted in increased use of the media center. The heavy reliance on media for study and teaching in social studies and science made the faculty aware of deficiencies in media in these areas. These factors, in conjunction with the significant number of pupils who scored below national norms in these subjects, made the administration decide to concentrate funds in these areas over a period of years. Interesting and readable books, filmstrips, tape cassettes, and other media related to these content areas are available and more will be added. Pupils use the media for supplementary reading and study—to supplement and enrich the textbook, to provide stimulation and additional information, for research for oral and written reports. Teachers refer pupils to particular items for information on topics not treated in great detail in textbooks.

Number of pupils served: 625 public elementary school pupils

Amount and type of title II grant: Basic grant, $4,076 (printed and audiovisual materials)

Evaluation: Standardized tests; measurements of use made of new media; assessment of progress in terms of instructional objectives

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Further information: Mr. Wallace Peterson, Coordinator of Special Services, Mineral County School District, Box 1547, Hawthorne, Nev. 89415; telephone 702-945-2403

Title: EXTENDING COLLECTION OF MULTIMEDIA FOR PUPILS OF SCHOOL #740, BALTIMORE CITY PUBLIC SCHOOLS, BALTIMORE, MD.

Objective: To improve the reading ability of pupils assigned to the school

Project: Pupils attending school #740 are boys, 14 to 17 years of age, who are assigned to the Juvenile Detention Section, Baltimore City Jail, for an average period of 3 months. There is a wide variance of number of years of education completed, and in reading achievement. Reading materials available are largely recreational but provide for growth in the basic skills of reading and contribute to interest in continuing education, vocational achievement, and changes in attitude. Future plans are to provide for accessibility of the media center after school and in the evening.

Number of pupils served: 70 public secondary school pupils

Amount and type of title II grant: Special-purpose grant, $4,000 (printed and audiovisual materials)

Evaluation: Analysis of reading records; weekly progress report sheets; office record cards; and other information maintained by staff

Further information: Teacher-in-Charge, School #740, Baltimore City Schools, Baltimore, Md. 21202; telephone 301-467-4000

Title: JOAQUIN VISUAL LITERACY PROJECT, PROVO SCHOOL DISTRICT, PROVO, UTAH

Objective: To develop reading and other communication skills through employing printed and electronic media resources

Project: A 2-year program, starting fifth grade pupils with snapshot cameras and terminating in sixth grade with television and video tape experiences, provides a strong motivational tool to involve pupils in reading. Fifth grade pupils have produced filmstrips on local pollution problems, Navajo art history, and various fictional narratives. Some pupils have made tapes to accompany the filmstrips. Sixth grade pupils advance from still photography and filmstrip preparation to television script writing and development of video tapes. Pupils are constantly practicing writing, speaking, listening, reading, and research skills.

Number of pupils served: 100 public elementary school pupils

Amount and type of title II grant: Basic grant, $700; special-purpose grant, $4,964

Other Federal program assistance: NDEA title III, $4,187 for equipment and materials

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Evaluation: Analysis by evaluation team of achievement of objectives; use of instrument to measure changes in attitudes toward reading and learning

Further information: Dr. Vern Brimley, Federal Project Director, Provo School District, P.O. Box 816, Provo, Utah 84601; telephone 801-373-6302

Title: PROJECT SLEPCOM, CAMP ALLEN ELEMENTARY SCHOOL, NORFOLK, VA.

Objective: To improve general reading ability by introducing a language experience approach to the teaching of social studies.

Project: The fifth and sixth grade reading program in this school is being supplemented by a language experience approach in social studies. In this approach, the experiences of children are used as a basis for preparing reading materials. As children become more mature in experiences and reading, they can be directed to books geared to a wider range of experience and to their reading development, as well as furthering their subject matter competence in social studies. Classroom activities are planned to aid pupils in developing independent study habits. The changes in pupil attitude and ability since inception of the project have been very rewarding to the faculty and to pupils themselves.

Number of children served: 280 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $2,500

Evaluation: Skills checklist; informal day-to-day observations of teachers; formal standardized tests

Further information: Mr. Watkins L. Davenport, Principal, Camp Allen Elementary School, 501 C Street, Norfolk, Va. 23505; telephone 703-423-6261

Title: STUDENT TUTORING, ANGEL RAMOS ELEMENTARY SCHOOL, RIO PIEDRAS B SCHOOL DISTRICT, SAN JUAN, PUERTO RICO

Objectives: To (1) motivate interest in reading; (2) encourage children to share their skills and help each other

Project: Use of fourth to sixth grade pupils as tutors for kindergarten to third grade youngsters is a feature of the reading effort in this school. Older pupils read simple stories and poems to younger children. The reading sessions are planned to provide useful and meaningful experiences, considering the families and communities of children, their concerns and interests, their aptitudes, values, and motivations. Reading readiness and skills are strengthened through these activities: listening to stories and recalling them in sequence; participating in conversations and discussions; and learning to appreciate books through hearing stories read. Teachers report that the excellent rapport developed between children and their tutors has provided high motivation for learning.

Number of pupils served: 1,200 public elementary school pupils

Amount and type of title II grant: Basic grant, $1,100

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Evaluation: Teacher observation of pupil interest and attitude

Further information: Mrs. Maria I. de Jesus, Director, Office of External Relationships, Department of Education, Hato Rey, P.R. 00919

Title: RIVER TERRACE ELEMENTARY SCHOOL, WASHINGTON, D.C.

Objective: To unify subject areas of reading and music

Project: As a required part of the elementary school curriculum, the music program includes learning opportunities for children of all levels of musical ability and achievement. This fourth grade project utilized learning stations where children can reinforce musical concepts by reading about music as well as listening to music. Music teachers and classroom teachers have planned together the choice and use of the learning resources—biographies of musicians, stories about music and musicians; books about music related to the black experience in the United States and about other music relevant to different cultures, periods of history, and countries; and books and pamphlets about musical instruments. Activities include pupil produced filmstrips with musical accompaniment on tape cassettes, interviews with local disc jockeys, games designed by the teachers, and rhythm exercises.

Number of pupils served: 54 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $475

Evaluation: Standardized reading tests; pupil and teacher questionnaires

Further information: ESEA Title II Specialist, District of Columbia Public Schools, 1411 K Street, N.W., Washington, D.C. 20005

Title EDUCATION FOR SURVIVAL, ADAMS COUNTY SCHOOL DISTRICT #50, WESTMINSTER, COL.

Objectives: To (1) provide a curriculum design for environmental studies; (2) promote appropriate attitudes toward ecological problems; (3) provide action-centered programs such as field trips

Project: A mobile learning unit visits all schools on a regular basis and is on-site for field study projects. The environmental studies program involves teacher-led class discussions, outdoor oriented classes, experiments, and projects. Materials bought with title II funds for the project—books, periodicals, kits, pamphlets, films and filmstrips, tapes, posters, etc.—are used as discussion starters and for research oriented projects. The relatively recent surge of interest in environmental and ecological problems has produced a flood of media in these areas. Many are too recent to be reviewed completely, and evaluation of the media used in this project is expected to be an important by-product.

Number of pupils served: 17,143 public and 692 private elementary and secondary school pupils

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Amount and type of title II grant: Basic grant, $23,137, special-purpose grant, $19,500 (printed and audiovisual materials)

Evaluation: Formative evaluation of pupil behavior; questionnaires to obtain information on success of materials, their use and further recommendations

Further information: Mr. Iver C. Ranum, Superintendent, Adams County School District #50, 7200 Lowell Blvd., Westminster, Col. 80030; telephone 303-428-3511

Title: KANAWHA COUNTY SCHOOLS, CHARLESTON, W.VA.

Objectives: To (1) motivate children's interest in reading; (2) integrate a program of library skills with classroom instruction; (3) promote and strengthen language development; (4) improve self-concept

Project: Collections of library materials have been appropriately selected to augment the individual school reading programs and provide for the ability range and varied interests of children in grades K-3. Teachers, media specialists, and volunteers work as teams in the utilization of reading materials. Classroom teachers teach skills and media specialists and other personnel assist pupils with reading activities. These include reading aloud to children, using appropriate audiovisual materials, storytelling, browsing, and listening to and viewing audiovisual materials. General academic improvement is expected as the children's reading levels are raised, and interest in reading increased.

Number of pupils served: 1,482 elementary school pupils

Amount and type of title II grant: Basic grant, $26,288 (printed and audiovisual materials)

Other Federal program assistance: NDEA title III-A, $1,477; ESEA title I, $3,420

Evaluation: Comparison with pupils of the preceding year in the individual schools in terms of reading readiness

Further information: Mrs. Elosie F. Newlon, Coordinator, Department of Learning Resources, Kanawha County Schools, 200 Elizabeth Street, Charleston, W.Va. 25311

Title: A UNIFIED READING IMPROVEMENT PROGRAM MINNEOLA HIGH SCHOOL, MINNEOLA, KANS.

Objectives: To (1) provide measurable improvement in reading comprehension, reading speed, and vocabulary and study skills; (2) stimulate interests in social studies.

Project: This unified reading program provides an option of a 9-week minicourse group activity with individualized instruction or self-study learning in an independent study course. An interdisciplinary team approach includes the skills of classroom language arts and social studies teachers and the media specialist. Resources available were chosen to appeal to different levels of ability and interest and permit study in depth. Individual

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projects will provide opportunities to apply problem-solving and critical thinking skills to social studies.

Number of pupils served: 164 public secondary school pupils

Amount and type of title II grant: Basic grant, $200; special-purpose grant, $3,000 (printed and audiovisual materials)

Other Federal program assistance: Integrated with ESEA title I project, $6,245, and NDEA title III-A, $995

Evaluation: Reading interest survey; survey of curriculum; standardized tests

Further information: Mrs. Georgia Hindman, Media Specialist, Minneola High School, Minneola, Kans. 67865

Title: CAREER EDUCATION CENTER, PALMER HIGH SCHOOL, COLORADO SPRINGS, COL.

Objectives: To (1) prepare all persons completing secondary school with the knowledge and skills necessary to pursue further education or become immediately employed; (2) provide guidance, counseling, and instruction needed to expand occupational awareness and aspirations; (3) stress vocational and leisure time awareness as part of career education

Project: A model career education center has been established as part of the central school media center. Current career materials organized and made easily available to staff and pupils—information on vocations, post high school educational opportunities, financial aid, school courses, activities, and study skills; as well as alternative career guidance methods and techniques—utilize the multimedia approach to instruction and individualized learning to insure compatibility with a variety of individual learning styles. Career counseling services include working relationships with available community resources such as employment services and educational and vocational consultants.

Number of pupils served: 1,972 public secondary school pupils

Amount and type of title II grant: Special-purpose grant, $15,000

Evaluation: Survey of program strengths and weaknesses

Further information: Mr. Thomas B. Doherty, Superintendent, El Paso County School District #11, 1115 N. El Paso Street, Colorado Springs, Col.; telephone 303-633-8773

Title: CARBON COUNTY DISTRICT #1, BOGGS, WYO.

Objectives: To (1) create an atmosphere conducive to reading; (2) develop reading proficiency and motivation for skill and self-initiated learning

Project: The new media center in this school is the only library in the community. Extended hours of service, liberal loan policies for materials and equipment, and a system of

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using older pupils as tutors are three arrangements that have contributed to increased use of media. Pupils have shown interest in the independent study program which enables them to explore self-selected topics through learning modes suited to their individual learning styles. These simple and relatively inexpensive changes appear to be providing the unmotivated with a new purpose for learning, giving reluctant learners opportunities to experience success and develop more positive attitudes toward themselves and learning.

Number of pupils served: 152 public elementary and secondary school pupils

Amount and type of title II grant: Basic grant, $10,160; special-purpose grant, $5,320

Evaluation: Survey of attitude changes toward reading; record of use of materials; observation of pupil activities in classrooms and media center

Further information: Mr. Albert B. Schultz, Superintendent, Carbon County District #1, Box 160, Boggs, Wyo. 82321; telephone 307-324-3194

Title: READING PRIORITY IN THE GREEN VALLEY ELEMENTARY SCHOOL, FREDERICK COUNTY, MD.

Objective: To introduce children to the best in children's literature

Project: The theme of Heritage of Children's Literature is followed in this project which introduces good reading to children. Nonprint media (discs, tapes, filmstrips, slides, and combinations) are used to give children the opportunity to see and hear literature they cannot read for themselves and as reading motivators. The literature presented includes folklore and mythology, English and American poetry, and both traditional and modern classics for children. As an additional aid to improving reading, children can follow books and stories word for word as they listen to tape cassettes.

Number of pupils served: 684 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $4,000

Evaluation: Standardized reading scores; subjective assessment of teachers and media staff

Further information: Mrs. Charlotte Holter, Supervisor, Instructional Materials Center, Frederick County Board of Education, 115 E. Church Street, Frederick, Md. 21701; telephone 301-662-9200

Title: STOP, LOOK AND LISTEN: CULTURAL AWARENESS PROJECT, EISENHOWER ELEMENTARY SCHOOL, BOULDER, COL.

Objectives: To (1) strengthen pupil awareness of their environment and cultural heritage; (2) acquaint pupils with the art, music, literature, and culture of other nations and races

Project: Units have been planned in each grade to achieve project objectives: kindergarten and first grade—self-concept and awareness; second grade—children in other lands; third

grade—Christmas customs of other lands; fourth grade—the African roots of black Americans; fifth grade—minorities and immigrants and their contribution to life and culture of the United States; and sixth grade—overview of modern Europe. A variety of teaching strategies and a wide range of differentiated printed and audiovisual media, matched to the child's functioning level, are utilized. Reading assistance is provided to children in word attack, comprehension skills, or other problems evidenced during regular class instruction.

Number of pupils served: 708 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $12,000

Evaluation: Informal assessment of project impact

Further information: Dr. Barnard D. Ryan, Superintendent, Boulder Valley School District, P.O. Box 11, Boulder, Col. 80302; telephone 303-447-1010

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